

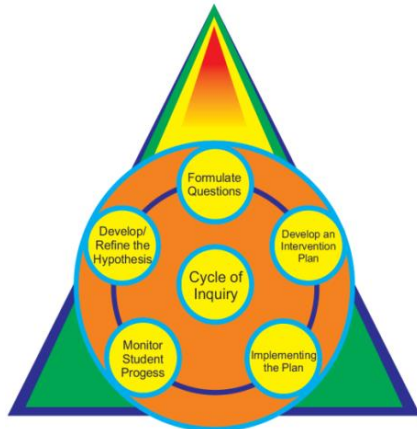
# School Planning Document 2017-2018

Year of Plan		*		
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School Name: Chase River Elementary School

Principal: Darren Dickie

Date: October , 2017



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

## School Community Context

Chase River Elementary has a semi-rural setting at the south end of Nanaimo. Students come from a range of socio-economic back grounds and are drawn from the Chase River, and Extension neighbourhoods. This year the population of the school has continued to grow as the area experiences significant development. Our current population is 235 students, spread over 10 divisions. There are 16 students with identifies Ministry Designation and several other students who have SSP's. We continue to see minimal change in staffing, the majority of teachers being at Chase River for over 10 years.

Chase River school has been participating in Professional Learning Communities for four years. We are currently beginning our third year of imbedded PLC time. This aligns with an ongoing district initiative to support all learners through RTI and the transformation of curriculum, assessment and reporting by the Ministry of Education to support learning in the 21<sup>st</sup> Century. Overall the implementation of PLC's has been a very positive experience for teachers and EA's. The focus of our work continues to be on supporting all students and especially our most vulnerable learners, to be successful.

Through the use of PLC's we can continue to explore ways to improve the use of formative assessment and inquiry based learning strategies and continue to develop a balanced understanding of history in North America and a new perspective on why reconciliation is important to understand and teach to future generations.

Last year we had a specific focus on continuing to improve reading comprehension and written output at all levels by developing and implementing the redesigned BC curriculum and growing our Aboriginal

understandings. We continued to explore the impact of using PLC time to implement change and streamline and focus professional learning opportunities.

For the 2016 17 school year we hope to move toward full implementation of the BC curriculum, assessment and reporting with a continued focus on literacy. We will also begin to look at numeracy to determine success rates of students for future consideration. Finally, the school will review and redevelop the PBIS matrix in order to realign the school code of conduct with new ministry and district requirements.

**What's our goal?**

To improve student reading comprehension and student written output at all levels.

The decision for this goal is based on current district goals and supported with the belief that literacy is very much an essential skills leading to success.

**What's our inquiry question?**

1. How will the use of NLPS Screener data through PLC impact student achievement in the areas of reading comprehension and written output?
2. How will the use PBIS impact the overall tone of student behaviour in the school?

**How do we want to get there? What steps should we take? How will we know that we have had an impact?**

PM Benchmarks is widely used to track student progress in Reading. Primary students are routinely assessed two to three times a year to track their progress and ensure "Just Right " reading materials are being used in the classroom and at home. Below are fall results (Grades 1 – 3) for this year and two year past.

Fall	Reading PM Benchmark			Grade 1
	Not Yet Meeting Expectations ----	Minimally Meeting Expectations ----	Full Meeting 1 - 3	Exceeding Expectations >3
2013 - 2014			73%	27%
2014 - 2015				
2015 - 2016			90%	10%
2016 - 2017				

NLPS primary screener was conducted in all primary classrooms in the fall (K's were assessed in January). While this is intended to be a formative assessment tool the results are an indication where the children are starting off following the previous year's instruction and practice. Students are measured in relation to the year end expectations. Results are included below:

### Kindergarten

% Students Meeting /Exceeding	Phonological Awareness Total 2015/16	Concepts of Print		Word Recognition		
		2016 /17	2015/16	2016 /17	2015/16	2016 /17
Male	75%	33%	83%		0%	
Female	88%	72%	38%		13%	
Aboriginal	80%	25%	0%		0%	
All Students	82%	55%	25%		7%	

### Grade 2

Fall	Reading PM Benchmark			Grade 2	
	Not Yet Meeting Expectations <6	Minimally Meeting Expectations 6 - 14	Full Meeting 15 - 16	Exceeding Expectations >16	
2013 - 2014	33%	29%	5%	33%	
2014 - 2015					
2015 - 2016	48%	24%	0%	29%	
2016 -2017	26%	17%	0%	57%	

Fall	Reading PM Benchmark			Grade 3	
	Not Yet Meeting Expectations <15	Minimally Meeting Expectations 15 - 20	Full Meeting 21 - 22	Exceeding Expectations >22	
2013 - 2014	16%	26%	16%	42%	
2014 - 2015					
2015 - 2016	18%	33%	5%	45%	

NLPS Screener

Kindergarten

% Students Meeting /Exceeding	Phonological Awareness Total 2015/16	2016 /17	Concepts of Print 2015/16	2016 /17	Word Recognition 2015/16	2016 /17
Male	75%	33%	83%		0%	
Female	88%	72%	38%		13%	
Aboriginal	80%	25%	0%		0%	
All Students	82%	55%	25%		7%	

Grade 1

% Students Meeting /Exceeding	Phonological Awareness Total 2015/16	2016 /17	Concepts of Print 2015/16	2016 /17	Word Recognition 2015/16	2016 /17
Male		56%				
Female		50%				
Aboriginal		67%				
All Students		53%				

Grade 2

Grade 2

% Students Meeting /Exceeding	Phonological Awareness Total 2015/16	2016 /17	Concepts of Print (decoding) 2015/16	2016 /17	Word Recognition 2015/16	2016 /17
Male	50%	50%	38%	79%	13%	93%
Female	75%	73%	50%	87%	0%	100%
Aboriginal	0%	83%	0%	100%	0%	100%
All Students	58%	62%	41%	83%	8%	97%

Grade 3

% Students Meeting /Exceeding	Decoding		Word Recognition	
	2015/16	2016 /17	2015/16	2016 /17
Male	15%	64%	15%	93%
Female	8%	50%	38%	100%
Aboriginal	0%	33%	0%	100%
All Students	13%	58%	23%	96%

Intermediate student progress and success in reading is monitored using an assessment tool like the RAD or the locally developed “NLPS Intermediate Tool” The data below shows student success rates by % from 2013 to 2015. The result are from the Fall assessment and indicate the percentage of students fully meeting or exceeding expectations for their grade.

<b>Fall</b>	<b>Reading Comprehension</b>		<b>Snapshot</b>	
	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting Expectations</b>	<b>Full Meeting or Exceeding Expectations</b>	<b>Grade 4</b>
2013 - 2014	6%		83%	17%
2014 - 2015	3%		62%	34%
2015 - 2016	9%		50%	9%
2016- 2017	17%	44%	37%	0%
<b>Fall</b>	<b>Reading Comprehension</b>		<b>Snapshot</b>	
	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting Expectations</b>	<b>Full Meeting or Exceeding Expectations</b>	<b>Grade 5</b>
2013 - 2014	24%		0%	76%
2014 - 2015	12%		77%	12%
2015 - 2016	38%		14%	48%
2016- 2017	5%		64%	32%

Grade 6

Fall	Reading Comprehension		Snapshot		Grade 6	
		Not Yet Meeting Expectations	Minimally Meeting Expectations		Full Meeting or Exceeding Expectations	
2013 - 2014		0%		45%		55%
2014 - 2015		18%		15%		65%
2015 - 2016		5%		45%		50%
2116-2017		3%		45%		48%

Fall	Reading Comprehension		Snapshot		Grade 7	
		Not Yet Meeting Expectations	Minimally Meeting Expectations		Full Meeting or Exceeding Expectations	
2013 - 2014		5%		42%		53%
2014 - 2015		9%		32%		55%
2015 - 2016		12%		27%		62%
2016- 2017		13%		67%		14%

**How do we want to get there?**

- Continue tier 1 strategies introduced; Jolly Phonics, Lexia, Reading A – Z, Daily 5
- Continue to meet as PLC's
- Continue to align school based PD with PLC work and inquiry topics
- Continue to introduce Inquiry based learning to students
- **Develop the PBIS matrix including inservice**
- Continue to build capacity with and through technology, ie; laptops in classrooms, computer lab and classroom I pads
- Explore the implementation of a school wide RTI time in the timetable.